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A History of the North Wayne Community Unit 200 School District

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A History of the North Wayne Community

Unit 200 School District

(TITLE)

BY

Dennis Patton

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THESIS

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ABSTRACT

This paper is a historical review of the past and present state of the North Wayne Community Unit School District Number 200. This study of the past reveals how the current state of development was reached.

The North Wayne School District lies in Northern Wayne County, Illinois. The district encompasses 202 square miles and has three main population centers: Cisne, Mt. Erie, and Johnsonville.

Wayne County was settled as early as 1814. The small communities in Northern Wayne County were not platted until 1852-53. The largest village, Cisne, was not laid out until 1870. The main resources over the past century have been the production of red top hay, agriculture and related industry, and oil related businesses since its discovery in Wayne County in 1937.

The first schools in Wayne County were subscription schools that were taught by traveling teachers in 1820. Public schools began to appear with the passage of the Common School Law in 1855. By 1882 Wayne County had 121 school districts and 117 public school buildings. Interestingly fourteen of these buildings were log cabins and two were brick structures. This paper examines school life, textbooks, rules, and facilities common to this early era in education. Early school funding and the public school movement is also reviewed. Each separate community had its own elementary district and there were numerous country schools until the State of Illinois legislated many of them out of existence in 1953. The law determined that the number of the 12,000 school districts in Illinois had to be reduced and stated that schools with fewer than fifteen pupils would no longer receive state aid.

Johnsonville, Cisne, and Mount Erie maintained their school districts by absorbing many small districts during this period. In 1972 the North Wayne Community Unit Number 200 School District was formed by a vote of 454-94. On July 12, 1973, the North Wayne Community Consolidated Board of Education held its organizational meeting. Each of these separate elementary districts are historically reviewed in this paper.

The emergence of the high schools in our nation is briefly reported. Johnsonville created a high school for two years, 1919-1920. Mt. Erie had a high school from 1914 until consolidating with Cisne in 1951-52. Cisne High School was organized in 1919 and operated as Cisne High School District #228 until the formation of the North Wayne School District. The Cisne High School building now serves the entire district.

Finally, the school district's present state is evaluated in regards to its educational programs and the quality of these programs based upon the philosophy and objectives of the district. Recommendations for improvement conclude this study.

TABLE OF CONTENTS

CHAPTER

INTRODUCTION	1
I. SETTLEMENT AND GROWTH OF NORTHERN WAYNE COUNTY	2
II. THE PUBLIC SCHOOL MOVEMENT	7
School Life	8
Textbooks	12
Curriculum	16
Early Public School Funding	17
Education Since 1900	20
III. THE ELEMENTARY SCHOOLS	23
Johnsonville Elementary School	25
Cisne Elementary School	31
Mt. Erie Elementary School	37
IV. THE EMERGENCE OF THE HIGH SCHOOLS	40
Johnsonville High School	43
Mt. Erie High School	44
Cisne High School	49
V. CONCLUDING STATEMENTS	57
NOTES AND SOURCES	62
APPENDIX	64
BIBLIOGRAPHY	65

INTRODUCTION

The North Wayne Community Unit School District #200 is located in northern Wayne County, Illinois. The district encompasses an area of 202 square miles. Three population centers are served by the school district: Cisne, Mt. Erie, and Johnsonville. These three communities are rural areas with agriculture being the primary source of employment within the district. Many residents of the community commute to larger towns to work in businesses and factories. The population of the district is 1,850. The district is comprised almost entirely of white, middle income families.

This paper is a critical inquiry into the past events that have contributed to the development of the North Wayne Community Unit #200 school system. History is a revelation of how and why the current stage of development of an institution is reached. The schools of today are products of many different forces and past experiences. For this reason the writer outlines the settlement and growth of northern Wayne County as well as the public school movement to tell the story of how the school system reached its current stage of development.

The writer has examined old records, class registers, school board minutes, and annuals. Interviews were conducted with numerous persons who taught at, or who had an interest in, the school system. The passage of the Common School Law of 1855 marked the beginning of the public schools. Due to the decentralized forms of school governance at the local level and the absence of many school records this history is not complete in every regard.

CHAPTER I

SETTLEMENT AND GROWTH OF NORTHERN WAYNE COUNTY

White adventurers explored the Northwest Territory before the Revolutionary War. They returned to the east with stories of endless prairies and rich soil. Colonel George Rogers Clark passed through the Wayne-Clay County area in 1778.¹

Treaties with the Indians in 1795 and 1803 opened the Illinois Territory to settlers. Some of them came by navigating the Ohio River on flatboats. This method of transportation was very costly in terms of money, life, and loss of property. Most settlers chose to travel on foot with their belongings in ox carts. Many pioneers stopped to settle for a while in Ohio and Kentucky before continuing their journey. Between 1780 and 1788 approximately 113 families moved to Illinois. Most of them settled south of Wayne County near the Equality Salt Mines.²

The treaty that ended the Revolutionary War ceded to the colonies all lands east of the Mississippi River. The British resented this greatly and often stirred up the Indians against the pioneers. The Treaty of Greenville in 1795 greatly pacified the Indians, and more settlers began settling in this area. Illinois' estimated population in 1800 was 2,500. By 1810 it had risen to 12,000.³

In accordance with the Northwest Ordinance in 1787, Illinois was systematically platted. Federal land offices were opened in 1804 at Kaskaskia, Shawneetown, and Edwardsville. Land sales were brisk, land

was only \$1.25 an acre, and credit was easy. By 1818 the people of this region claimed to have met the provisions of the Northwest Ordinance and Illinois was admitted to the Union as the eighteenth state.

The Wayne County area was settled early because the Indians had no permanent villages. The Indians that did pass through the area got along fairly well with the settlers. The settlers bought most of their cooking lard from the Indians. It was bear grease and was delivered tied up in deer-skin bags. The first settler in Wayne County was Isaac Harris. He came from Kentucky with his family and a few personal belongings in 1814. He settled in Leech Township. John Hall moved into Section 20 of Hickory Hill Township from Ohio in 1818. John Moore was among the first settlers in Lamard Township. At one time he owned about 1,600 acres near the present town of Geff. Isaac and Thomas Elliot and Mathias Meisenheimer were among the first settlers in Indian Prairie. The portion of Indian Prairie called Johnson Prairie was named after an early hunter. Alfred S. Hargraves settled early in the southwest part of the township and reared a large family. Samuel McCracken is credited as the first settler in Elm River Township about 1823. Alexander Campbell and his family settled in Bedford Township in 1816. The Campbells immigrated to Virginia from Ireland. They settled in Kentucky before moving into Wayne County. Alexander Ramsey came to the foot of the hill in Mt. Erie Township in 1818. He was from South Carolina and operated a horse mill where Mt. Erie village now stands.⁴

These early settlers were of hearty pioneer stock. They were a simple people who believed in fundamental Christianity, hard work, and the value of the land. Most settlers built log cabins. Their beds were erected in the corners of the cabins so that the house logs could serve as two sides

of the bed frame. When two story cabins were built, the upper level was accessible by crude ladders. The settlers raised their own flax, spun, and wove it into garments. Women wore plain dresses, and men wore buckskin. They used their hunting knives for all purposes, even eating. Their farms were far apart, and there were very few villages before the 1850's. Often small stockades became villages and served as the center for trade and government. Farmers came to the general store to purchase items which could not be made at home.⁵

The village of Enterprise started a post office in 1852. Jacob Biddle had the town platted, and he started the first store. There were no churches in the early days of the village, but services were held in cabins or schoolhouses.

In 1853 the village of Mt. Erie was platted as a ten-acre site by William Whitacre, County Surveyor. The original plot was sold by Ramsey to Nathaniel Travers and Johnathon Copley with the stipulation that they lay out a town. The town was to be named Ramsey, but Alexander Ramsey preferred Mount Airie. The first building was a frame store built by William Copley. A post office was erected in 1856, and Andrew Crews was the first postmaster. Alexander Ramsey operated a horse mill in the village. There were two churches, a Methodist, built in 1839, and a Presbyterian, built in 1856. In 1853 the name of the town was changed to Mt. Erie.⁶

In 1855 Johnsonville was laid out by James Ading. The land belonged to Wiley Galbraith and was divided into sixteen lots. The first building was a log cabin built by R. S. Caudle. Wiley Galbraith built a frame store, and Robert Galbraith opened a blacksmith shop. T. P. Alvis moved a log cabin to Johnsonville from his farm in 1856. It served as a general store.⁷

A stage route passed from Grayville to Vandalia through Blue Point in Indian Prairie Township. Blue Point was laid out in 1855 by Thomas Howe. Felix Mills opened a store there. By 1870 there were no businesses at Blue Point.⁸

The building of the Springfield Division of the Ohio and Mississippi Railroad was the primary cause that gave birth to the village of Cisne. The village was laid out in 1870 by John Deem, Deputy County Surveyor. The land belonged to David Simpson and Peter Perrine.⁹

The railroad was built from Beardstown to Shawneetown, and leading switches were provided at five- to eight-mile intervals, thus giving rise to several small towns. Cisne received its name from Levi Cisne, one of the first settlers of Bedford Township. The land was surrounded by open prairie on the north and east, and wooded areas on the south and west. The fertile soil produced crops for food and trade. The main resource of the area was "Red Top Hay". At one time the village was noted as "Red Top Capital of the World".¹⁰

The first house in the village of Cisne was erected by F. A. Kutz. He bought the first three lots for \$25.00 each. It was a two-story structure that served as a general store and residence. The first railroad depot was a discarded box car. Levi Cisne's son was the first stationmaster. J. N. Palmer moved a house to Cisne from the stage route at Blue Point and sold goods in it for a time. It later became the post office. In 1871 J. G. Hill started a saw mill, and in 1872 J. P. Billington opened a blacksmith shop. During the Christmas holidays in 1874 the Christian Church was organized with S. V. Williams as pastor.

Rinard village was laid out in 1870. It was not platted until 1871.

The land was owned by Ed Bonham of Fairfield. The town was named after Adam Rinard, and the first dwelling and railroad depot were built in 1871. R. L. Wilcox was the first postmaster and station agent.¹¹

Cisne had little or no industrial growth that was not directly related to the products of the immediate locality. Agriculture-related businesses were all that existed until the discovery of oil in the county in 1937. During the oil field boom Cisne flourished, but the population has diminished since. At one time Cisne did have a small hotel, hatchery, lumber yard, bank, laundry, movie theatre, locker plant, shoe shop, electrical shop, hardware store, television repair store, fire station, restaurants, service stations, barber shop, doctor clinic, oil field supply and auto supply stores.

The village now has a bank, post office, grocery store, barber shop, lumber yard, laundry, hardware store, two restaurants, plumbing shop, car wash, farm supply store, auto supply store, small park and ball diamond, and two schoolhouses. Oil still plays an important role in the economy of the area.

Johnsonville ceased to grow after the railroad was built east of the village in 1870. There are only a very few businesses still in operation there.

The village of Mt. Erie grew very little in the 1900's. Livestock and grain farming are the chief vocation in the Mt. Erie area. Many residents are employed in factories in the nearby larger towns. In 1982 Mt. Erie had four churches, a post office, a bank, and ten businesses.

CHAPTER II

THE PUBLIC SCHOOL MOVEMENT

American schools during the seventeenth and eighteenth century were essentially private or church institutions. Compulsory education laws were passed in Massachusetts in 1642 and 1647. Two laws that required parents and masters to instruct their children in reading and writing were the Great Law in Pennsylvania in 1682 and the Public School Law of New York in 1732.¹²

In 1779 Thomas Jefferson from Virginia was the first to propose a system of free public education. In his Bill for the More General Diffusion of Knowledge he called for each county to be subdivided into "hundreds", and students in that area would attend an elementary school for three years free of charge and longer at the expense of the parents. It also called for a system of secondary schools where male students could enter grammar school tuition free. His bill was defeated in 1779. He proposed a similar bill in 1817 and it too was defeated. His proposals, however, resulted in men like Horace Mann in Massachusetts and Henry Barnard in Connecticut laying the foundation for public schools in the East.

The first school district was created in Massachusetts in 1647, nearly a century and a half before it was recognized. The General Court Act of 1647 established schools on a town basis. An act in 1789 granted legal rights to school districts and provided for appointment of a school committee. It was followed by legislation in 1801 granting local districts

the power to raise money by taxation for support of local schools. Early laws suggested education was controlled by general government. Laws were passed where a need arose. There were no state boards or chief school officers. The basis for state control was established by 1820. Thirteen of the twenty-three states had constitutional provisions, and seventeen had statutory provisions. Illinois had a statutory provision.

To begin with, the small community district was usually a small frame school formed almost anywhere a half-dozen families chose to build one. Land was usually donated near a crossroad to build the schoolhouse. A reversion clause said that when the school was closed the building and land would revert back to the original owner.

From the date of the first settlement until free schools were established, the only institutions of learning in the county were private or subscription schools. In many cases education was still regarded as a function of the family and church. The teachers of the subscription schools were usually travelers who were trying to supplement their income.¹³

In 1783 John Seely opened Illinois first subscription school in Monroe County. In 1790 John Doyle, who had been a soldier with George Rogers Clark, opened a school in Randolph County. Other early efforts at schooling in Illinois were made by John Bradsbury in Madison County in 1804; John Atwater and John Bradley in 1807 at Edwardsville; and John Messinger in St. Clair County in 1808.¹⁴

School Life

Almost all of the school children in the 19th Century walked to school. When a child was old enough to walk to school he was old enough to attend. The students carried their lunches to school. The school

sites did not have equipped playgrounds, but the children kept busy with games of tag, stretch, mumbly-peg, jacks, and jump-rope. The day usually began with the ringing of the bell. Students filed orderly into the room, hung their wraps on hooks, and sat down to their shared desks. The day usually began with penmanship, followed by recitation before noon. Sometimes the school sponsored special occasions that were the highlight of the whole community. Spelling bees, pie suppers, the Thanksgiving and Christmas Programs, and the final exercises were witnessed by many members of the area.

Teachers worked with children and were expected to have the highest moral and ethical standards. Their individual rights were expected to give way. They were not to frequent taverns, smoke, or be seen with members of the opposite sex in public places. Often local persons served as teachers by holding school in their homes at different times during the year. In 1880 only 50% of the teachers had a secondary education and only 13% had any normal school training. These teachers were often so limited in education that they would contract with parents to teach children spelling, reading, writing, and arithmetic to the rule of three. The teacher's principal qualification for the position was often his ability to govern pupils by corporal punishment. The parents often paid the instructor \$1.00 per month per student. The teacher would require eighteen to twenty pupils to make up a class. Sometimes, when the required number of pupils could not be found, parents would pay for an extra pupil with the privilege of adding another child at a later date. Sessions were held during long summer days, beginning in the early morning and concluding about an hour before dark. The students would have an hour

off at noon. It was believed that the longer the student spent in school the more opportunity he had to learn. The long hours also compelled the teacher to earn his scant wages.

The teachers of the time had many duties other than the mere imparting of knowledge to their students. They were expected to handle the janitorial work as well as to secure the needed supplies. Their moral behavior was to be beyond reproach, and their personal lives were watched by everyone. Listed below are six rules that school trustees issued to teachers in 1860:

SCHOOL TRUSTEES' RULES FOR TEACHERS IN 1860

Rule One

School shall open at eight A.M. and close at four P.M.

Rule Two

When the bell is given for school to begin each pupil shall enter immediately and begin his studies

Rule Three

No whispering or any other communication shall be allowed of any scholar without the permission of the teacher

Rule Four

No wrestling, tagging, or climbing shall be allowed

Rule Five

No quarrelling or fighting shall be tolerated by scholars

Rule Six

At the close of school each scholar shall quietly retire

SOURCE: The Origin and Growth of Schools in Jackson County, Illinois, by William Edward Eaton, SIU-Carbondale. 1976.

As soon as a neighborhood could furnish fifteen to twenty scholars, people would select a place to build a school. They would construct a schoolhouse made of round logs covered with clapboards. A doorway and a fireplace would then be cut out. The fireplace often ran the entire length on one wall. For want of bricks they made mortar of clay and plastered it to the log walls to a height sufficient to protect the walls from the fireplace blaze. The chimney was a hole in the roof above the fire. It was no wonder many of these early schools were destroyed by fire. Windows were cut a foot square and had greased foolscap paper covering them. The floors were dirt or made of split puncheons. The desks were made of boards placed upon pins that were driven into auger holes bored into the wall. Benches were split poles, and legs were inserted into bored holes on the round side. Quill pens were used, and ink was made by boiling down maple bark and coloring it with copperas. Red ink was made from poke berries. The pupils wrote on slates with homemade pencils composed of soapstone.¹⁵

Schoolhouses in the 1870's were different from the very early schools. They were mostly one or two rooms with a hall. Most of the interior was occupied by the schoolroom with well-windowed sides but with the rear wall blank. There were two doors leading into the narrow windowless hall but only one from the hall to the outside of the building. The schoolroom had a low platform in front and on it a desk for the teacher. Facing him sat the pupils of all sizes, the smaller in front, presumably because they were restless and needed closer supervision. The largest boys occupied the coveted seats against the back wall. The boys sat on one side of the room and the girls on the other. Sometimes a brother and a sister were allowed to sit together to share books and spare the expense of two sets.

In the kindergarten latitude sat a big iron stove. The desks were of different sizes, but the variety in sizes of students was much greater. At one time the desks were plain wooden ones which did not fold up to protect books. Books were stored on shelves under the desk top. Later a patent collapsing kind of desk was purchased. The top folded down to shut books, slates, and sometimes less lawful articles into a compact mess. The desk had ink wells and some of the older boys carved names or figures into them. When the new furniture came in some of the older, long benches were kept. None was as primitive as the half log type. They were the smooth hard kind, made entirely of boards with a broad support over which the seat board projected. The benches were often placed in the corners and used for recitations. The remainder of the furniture was attached to the front wall. There was a blackboard with a trough for chalk and erasers, and switches too. Chalk, especially the longer pieces, was a commodity not to be taken from the schoolroom without fear of punishment. The letters of the alphabet were painted near the top of the blackboard. Maps and charts hung from the front wall.¹⁶

The first day of school was always an important event because the students met the teacher. Often a different teacher taught each term. Teacher salaries were low; but, it was thought, teachers ought not to demand much when they could get board and room for two dollars per week. There was not a formal parent-teacher organization; however, the ancient rule of giving a second whipping to a child punished at school was obeyed.

Textbooks

The textbooks of the time offered useful clues to just what the children learned in the classroom during the 1800's. Rote recitation was the

most common form of teaching. The textbook was, in large degree, the curriculum. The children studied the books rather than the subjects. Graded textbook series aided the rural teacher in the one-room schoolhouse to adapt the work to the students, who varied widely in ability and age.

Together with the Bible, textbooks were sometimes the only contact a schoolchild had with the outside world beyond his community. The textbooks taught more than the three R's and facts about geography and history, for most Americans believed that the school should shape character as well as the mind. Textbook writers had a difficult task to teach moral and religious ideals along with the lesson. Textbooks also reflected the changing conceptions of the children. The Primers indicated values which were consciously inculcated in the young. Religious orthodoxy and anxiety about salvation in the early America spoke through the pages of the New England Primer. In the early 1800's schoolbooks became more denatured theologically and older moral absolutism subsided. God became less the fearsome Judge than the Divine Underwriter, who insured that the virtues of hard work, truthfulness, obedience, sobriety, and kindness would pay off in this life and in the hereafter.

Authors often taught the child by horrible example. The cardinal sin was disobedience. Many stories saw the disobedient child drown, run over by carriages, burned, bitten by animals, and in one case, buried alive.

God was the author of moral law; parents, ministers, and teachers the interpreters. Temptation beset the child such as lying, stealing, gambling, horseracing, bad spelling, idle games, and above all, drink.

A hero of the Analytical Spelling Book, Jack Halyard, got into a bottle of rum, very slyly, and got drunk. He insulted an old man and abused his mother, but in the end was all right because he told his father the truth. Jack was fortunate to have escaped the fate of another drunk who exploded when he tried to light his pipe. Morality was rarely boring; temptation, triumph or failure, win or lose, was a dramatic affair.

The authors of schoolbooks were teachers, printers, journalists, lawyers, ministers, and anyone else wishing to convey a message or supplement a meager income. Most popular authors came from New England: Noah Webster, Jedediah Morse, S. G. Goodrich, William Woodbridge, Salem Town, C. A. Goodrich, Richard Parker, and George Hillard. The notable exception was William Holmes McGuffey, born in Pennsylvania and raised in Ohio. Before he died in 1873, fifty million copies of his readers were bought. By 1920 approximately one hundred twenty-two million were sold.

McGuffey's Honest George Ellet, who rose to riches through honesty and hard work, had countless counterparts in children's books long before Horatio Alger's heroes relied upon luck. One virtue much admired in schoolbooks was attention to studies. McGuffey's story of Idle George Jones was a warning. The whole class would laugh at Idle George's blunders. He was wretched and had been idle so long that he could not apply himself. The children mocked him and he lost faith in himself. All good scholars avoided him. He grew discouraged and gradually dissipated. Boys full of mischief, one textbook said, who lied, swore, fought, and stole, would die as beggars.¹⁷

Though scholarship was desirable, the text also warned about reading and thinking too much. Anti-intellectualism lay close to most of the

textbooks. Textbook writers wished to shape a national character as well as to educate youth. From the Revolution onward, schoolbooks exalted patriotism and attempted to define Americanism. George Washington was the foremost of the king-like heroes. Joining him, but on a lower pedestal, were Franklin and Lincoln. The more conservative statesmen, such as Hamilton, Marshall, Adams, and Webster, had the edge over the more liberal Jefferson and Jackson.

American Republicanism was usually defined in textbooks by behavior and personal or group characteristics, not by belief. The Revolution had not been a rebellion but a reassertion of values. Further dissent was clearly unnecessary. Many books did include excellent literature; many gave children a common canon of illusion and reference which approximated an American mythology. Many provided deprived students with a world of fantasy which enabled them to briefly escape the turmoil of their lives. When matched against the realities of life in the 1800's, the textbooks represented never-never land for most. The children in slums read of blue-eyed tots on large farms; farm children read of lords and castles.

The textbooks so selected their themes as to disguise the real world, not to reveal it. In a period of great family stress they painted the picture of home sweet home. In time of industrial violence they ignored the position of the labor unions. In the midst of political corruption they portrayed statesmen of steel. The Negro was pictured only in the guise of Sambo. Protestantism colored the readers and downgraded other religions. The books were full of the conservative persuasion.

Some of the textbooks were Dilworth's Speller, The English Reader and Arithmetic Book, The United States Spelling Book, and the Bible or New

Testament. At later dates McGuffey's First and Second Reader and Webster's Blue Back Speller were used. For the older students the Life of General Francis Marion, Diebold's, Pike's, and Do My Sum were popular in this area. In general children would use the same books and often the whole school would get along fine with a half-dozen books.¹⁸

Curriculum

Arithmetic ranked high in the curriculum because it was practical. It was usually recited early in the day when the mind was fresh. The beginning level dealt with simple sums in addition and subtraction. In the extremely high level cube roots were extracted. Arithmetic was often the most difficult subject and it was made easier by simple games. Problems were presented to two pupils who attempted to get the correct answer as soon as possible. The winner was pitted against a new problem and a new challenger. Teachers often explained common fractions by using an apple neatly cut into segments in front of the class.¹⁹

Reading was also very important. McGuffey's First, Second, and Third Readers were the most popular texts. The study of the bad effects of alcohol and tobacco on the human system was required.

Writing was next in importance. It was largely the duplication of letters from a book or a wall chart. Spelling ranked very high in the curriculum. The subject was easy to teach and easy to study. It was mostly a memory exercise for the pupils. Spell downs or spelling bees were conducted during the week, or often in night sessions with parents present.

History was largely taught from a single text. Teachers stayed close to the book for fear of political argument. The books were full of pictures of notable men in the history of the United States. Presidents were learned

and recited. The Civil War was a safe topic for teachers since the area was part of the Union.

Geography was also taken seriously. Students learned capitals and their location. They learned of the material products of different countries. Map-making was an enjoyable part of Geography, because children liked to work with their hands. Maps and charts lined the front of the classroom and were used during lectures. Teachers taught about the surface of the earth, but not of astronomy or geology.

Science formed no major part of the curriculum. The world of natural history and the science of farming was supposed to come from home.

The entire schedule for the year was made out at the close of the school term, which was six months in 1866. Often the teacher was paid only once a year, at the close of school, and only then if the records balanced out.²⁰

Early Public School Funding

Early federal legislation pertaining to education had to do with land grants. In the Ordinance of 1785 Congress declared that in the land of the Northwest Territory there should be reserved the lot number sixteen of every congressional township for the maintenance of public schools in that township. The Ordinance of 1787 dealt with the sale of one and one-half million acres of land to the Ohio Company. One clause of that ordinance was destined to have a salutary effect on education. It read, "Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged". Beginning in 1802 and at various times during the next century other lands were granted for school purposes. Over 600,000 acres of salt land, 11,469,000 acres of internal improvement land, and 64,728,000 acres of swamp land was granted

various states. Legislation in 1801 granted town districts the power to raise money by taxation. In 1812 New York became the first state to pass a permanent law for the organization of schools. Ohio and Delaware authorized taxes for schools in 1821, and Illinois followed in 1825.

In 1825, Senator Joseph Duncan of Jackson County introduced a Free School Law to the Legislature. It established a free school in each county. It was passed by both Houses and signed by the governor. It empowered local residents to elect trustees, operate schools, and tax. In 1827, under a protest from the poor people it strove to help, it was amended, making the tax provision voluntary.

During the early years the sheriff was the ex-officio tax collector for the state and county. In 1825 the taxes were twenty cents on one hundred dollars. Farmers were not burdened with taxes and could exchange deer and coonskin for tax receipts. As the county grew in population more tax money was needed for schools. In 1841 an attempt was made to establish a system of free public schools by mandating that common schools be organized and maintained. An act in 1849 provided that the Secretary of State should be ex-officio Superintendent of Schools. It said that school commissioners should be elected in each county to sell public school lands. Each congressional township constituted a township for school purposes. Three trustees were to run the school and were to handle the funds. The act also provided that the people of each district should meet on the first Saturday in May to vote for or against a tax for school purposes. This left education optional with the people and proved fatal. Many of the people came from states where education had never been established, and many held on to old prejudices that education was a family concern. No adequate system of

free public education could be established under this act. The prejudices and objections of the people had to be overcome by enactment of better, more imperative laws.²¹

A law creating the position of Superintendent of Public Instruction was created in 1854. It stated that the first SPI be appointed because no general election was to be held until 1856. Ninian Wirt Edwards, son of Illinois' only territorial governor, was appointed to the position by Governor Joel Aldrich Matteson on January 15, 1854. After a brief term of office he was succeeded by William H. Powell, who was elected in 1856 and took office in 1857. Newton Batemen was the third SPI, taking office when Powell resigned in 1859.

In 1857 the Legislature passed a new act to establish and maintain a system of free schools. It also called for the election of a county school commissioner and township school officers and the establishment of school districts.

The United States Department of Education, later called the Office of Education, was created by Congress in 1867. Its purpose was to collect such statistics and facts as would show the condition and progress of public education.²²

The constitution of 1870 defined the duties of the State Superintendent of Public Instruction. Only then were the school laws of the state enforced. The laws were amended from time to time until 1872. A new general act was passed establishing and maintaining schools on a still firmer basis and repealing all laws in conflict. Some provisions of that 1872 act were that a school commissioner should be elected every two years and at that time should report to the SPI concerning the schools of the township. The

townships were divided into districts, and each district was to have three directors serving for two years. The directors were authorized by law to levy a tax according to the necessities of the school district, but not to exceed twenty cents on the one hundred dollars. In a case where the tax was used for building purposes, thirty cents could be assessed.²³

In 1886 a Common School Fund of one million dollars was established. The levy varied from year to year according to the changes in assessed value of property in the several counties. The one million dollars was distributed to the several counties according to the number of children in each county.²⁴

In 1887 the greater amount of public school funds were obtained from direct taxation. There was a considerable yearly income derived from the permanent school fund, the principle loaned by the state and local authorities, and the interest collected and distributed annually for the benefit of public schools.²⁵

Education Since 1900

The greatest single change after 1900 was the State's involvement in public education. Cities were growing at the expense of the rural areas. This rapid growth caused townspeople to dream of two-story brick schoolhouses with the latest instructional devices. These dreams were transformed into reality before 1925.

In 1901 the State passed several laws concerning schools. One law required counties to number their school districts consecutively rather than by township. Alfred Bayless, the State Superintendent from 1899-1907, promoted standards for school design and construction. His circular in 1901 said that the ideal schoolhouse should be 775 square feet with 13 feet high ceilings. Francis G. Blair, State Superintendent from 1908 to 1934, required

schools to have separate boys' and girls' cloak-rooms, two good pictures, a globe, a teacher with a high school diploma, and to meet the State's prescribed curriculum.²⁶

In 1906 the Lindsey Bill granted free tuition to teacher education students enrolled in the State's Normal Schools in exchange for two years teaching in the State. This not only alleviated the teacher shortage but had a great influence on the educational level of the teachers. In 1927 the Legislature adopted a state aid formula designed to equalize expenditures per pupil. In 1941 the 62nd General Assembly enacted significant laws granting more responsibility to the Office of Public Instruction. These laws dealt with teacher certification, tenure, qualifications, and educating the handicapped.²⁷

By the late 1940's the State was determined to lower the number of its 10,000 school districts. This determination was based upon the fact that many were facing the problems of poor facilities, untrained teachers, underdeveloped curriculum, and resistance to new ideas. Under Governor Stevenson, the Legislature tried to appeal to the districts with financial incentives. Finally the small districts had to be legislated out of existence. By 1953, when the minimum requirement for state aid was 15 students, the smallest districts began to consolidate.

As early as 1865 each teacher was at least theoretically certified. In that year county superintendents were empowered to issue first- or second-grade certificates upon examination. The State Office tried to get uniform questions for these exams but did not have the power to compel their adoption. Although these tests were relatively simple, some 25 percent of the teachers taking them failed. Teachers could also get a lifetime certificate

by passing a hard examination. By 1892 only 513 had been issued. It was not until the Lindsey Bill of 1905 that the quality of teaching in Illinois²⁸ began to improve.

By 1900 the average salary for 22,857 Illinois teachers was \$49.35 per month for women and \$58.96 per month for men. In 1918 teachers were still getting only an average of \$50.00 per month. A wage study printed by the State Education Office in 1930 showed salaries ranging from \$200.00 to \$3,000.00 per year. There were 8,873 men and 38,173 women teaching in the State's 12,000 school districts.²⁹

CHAPTER III

THE ELEMENTARY SCHOOLS

The first school of record in Wayne County was taught by Isaiah Turney on Turney's Prairie in 1820. Washington Faris also taught a school on Turney's Prairie. A school was taught on the farm of John Borah in 1823. Early teachers at this school were John Borah, George Wilson, Richard Hall, Thomas Wilson, and James Crews. The school was a log cabin with a dirt floor and clapboard roof. It was first taught by John Borah as a Sunday School. George Wilson also taught in the second school in Wayne County. It was located on the Jonathon Douglas farm, near Pigeon Roost, in 1825.³⁰

The passage of the Common School Law of 1855 marked the beginning of the public schools in northern Wayne County. E. A. Johnson, Wayne County School Commissioner in 1860, reported that he received \$7,681.00 from taxation for the schools. In 1864 Commissioner J. B. Mabry received \$8,958.31 for school purposes. Other county school commissioners were William Vernon until 1863, F. M. Woolard, and Ben Meeks. In 1882 Z. B. West was commissioner, and he reported that there were 121 school districts in the county. There were 117 public school buildings, two were brick, 101 were frame, and 14 were log cabins. There were two private schools in the county with three teachers and 58 pupils. There were 3,928 males and 3,834 females between the ages of six and twenty-one. Teachers' pay ranged

from \$16.00 to \$125.00 per month. In 1884 the assessed valuation was \$1,987,971.00. The amount of taxes received for school purposes was \$25,511.00.³¹

The local elementary districts were run by three-man boards of trustees that were elected for staggered terms. They were required to meet only twice yearly, and their old records are often unreadable. The items of business included the hiring of the teacher, the maintenance of the school, and the filing of the annual report to the county commissioner. The trustees often hired the person in the area most willing, if not the most qualified, to teach. Instructions to teachers were simple - teach reading, writing, spelling, arithmetic, and maintain order.³²

By the late 1940's the State of Illinois was determined to do something about the 12,000 school districts in the state. At first legislation sponsored by Governor Stevenson appealed for consolidation by providing financial incentives. Finally, in 1953, small districts were legislated out of existence when state funds were cut off unless 15 pupils were enrolled in a district.³³

Johnsonville Elementary School

The first school of record in Johnsonville was a log cabin which was used from 1855 until 1872. In that year the trustees bought a small frame building from the Methodist Church. It burned in 1874, and a two-room building was built at a cost of \$1,800.00. In 1884 R. E. Seichrest was principal and teacher of 48 upper grade students. Miss Frankie Galbraith was primary teacher with 43 students.

Trustees for the Johnsonville District #40 for the 1913-14 school term were W. K. Nehf, Oscar W. Hill, and Q. D. Kuhfer. S. A. Decker was the upper grade teacher and Laura Weaver the primary teacher. In 1914-15 Logan Spicer and Logan Ellis joined Oscar Hill as directors and decided to build a new schoolhouse. Elver Bunnell and Ethel Carson were teachers for that term. In 1916 a new school was built on the northwest corner of the Johnsonville crossroads. The first teachers in the new school for the 1916-17 term were Earl Kiger and Rena Carpenter. Blanche Burkett replaced Rena Carpenter as primary teacher in 1917-18. Nellie Thompson was primary teacher in 1918-19. In 1919-20 John Weaver taught 27 upper grade students. Leonard Samford organized a two-year secondary course of study in 1919-20. Grades nine and ten were taught at the school for two years before declining enrollment caused the cancellation of classes.

During the 1929-30 term George Watson taught 27 students in the upper grades. D. L. Richardson was principal and upper level teacher for the next two years. He was replaced by John Galbraith for the 1932-33 term, but returned for two more years in 1933-34 and 1934-35. Galbraith was principal again in 1935-36. During 1937-38 Fred A. Powell was upper grade teacher and principal. Chloe Harrell taught the elementary students.

Oakley Bradham replaced Harrell for a term, but she returned and taught from 1939 until 1948 when Alta Malone became teacher. Fred Powell was principal until 1944-45. Genelle Shannon served as teacher for 1942-43, and John Dickey taught from 1943 until 1945. Edwin Borah was a teacher during the 1948-49 school term.

By the late 1940's the State of Illinois was determined to do something about the number of school districts in the state. There were over 10,000 school districts, and the majority were one-school districts. Most of these districts were experiencing problems of poor facilities, under-developed curriculum, poor management, low funds, and inefficient operation. At first legislation sponsored by Governor Stevenson appealed for consolidation by providing financial incentives. Finally, in 1953, small districts were legislated out of existence when state funds were cut off unless 15 pupils were enrolled in a district.³⁴

Sometime before 1950 the Blufurist, Crook, Weaver, North Taylor, South Taylor, Willis, and Harvard School Districts in Indian Prairie Township ceased operation.

Johnsonville Community Consolidated District #16 was organized for the 1951-52 school term. L. C. Anderson was named superintendent over the nine school districts that joined together. Those districts were Logan #41, Hazeldell #44, Blue Point #38, Cook #145, Tennessee #16, Hargraves #39, Willow Branch #5, Watson #37, and Johnsonville #40. Each continued to have school in their respective buildings for the 1951-52 and 1952-53 school years.

In 1953 Oak Grove #42 and Garfield #43 were annexed into District #16. The final school to come in was Locust Grove #6 in 1955.

The Johnsonville Community Consolidated District #16 School Board employed ten teachers for the 1952-53 term. Dan Rogers was the teacher of 19 students at Logan School; Jennie Miller taught 20 pupils at Watson; Estes Laughlin instructed 14 at Willow Branch; Irene Pedicord taught 11 at Hargraves School; Ione Anderson had 10 students at Tennessee School; Ferne Bullard taught 13 at Blue Point; Edna Reid instructed 19 students at Cook; and Oval Burgess and Pauline Bailey taught in the Johnsonville School.

Marion Blythe became the last teacher for Oak Grove #42 in 1952-53. Dan Rogers taught 19 students at the Oak Grove School after annexation to District #16 in 1953-54. Spencer McReynolds was the last teacher for Garfield District #43. He taught 20 pupils for the 1952-53 term. The final district to be annexed was Locust Grove #16. Irene Pedicord was teaching 10 pupils during the 1954-55 term. Locust Grove was annexed on July 11, 1955.

On Sunday, December 12, 1954, an estimated crowd of more than 500 people turned out in snowy, rainy weather, some of them traveling up to 50 miles, to attend open house and dedication services at the new Johnsonville Community Consolidated School. This \$140,000.00 structure was called the most complete modern consolidated school building in Wayne County. It has a regulation-sized gymnasium floor and a stage with footlights and floodlights at one end and a ticket booth at the other. In addition to the gymnasium and the six large classrooms the building has an office, a clinic, a kitchen and cafeteria, and sufficient rest room and closet space. Two-tone pastel colors predominate throughout the building, blending with the multiple designed tile flooring. A landscaping project was completed to enhance the exterior view.

Highlights of the dedication service were songs by the upper grade children led by music teacher Lucille Lindsey and the presentation of the building keys to the president of the board of education by the general contractor, Stroup Construction Company, of Dix, Illinois. Principal Verle Carrell gave much of the credit for the new school building to the foresightedness of a conscientious board of education. A dedication address was given by Mr. Otis Keeler, Assistant to the State Superintendent of Public Instruction.

On December 20, 1955, the board made an agreement with Stroup Construction to build an additional two rooms to be attached to the northwest end of the school for \$13,968.00.

All elementary students in Johnsonville District #16 boundaries attended the new Johnsonville School in 1955-56. Verle Carrell was superintendent, Ione Anderson taught the first grade, Ferne Bullard taught second grade, Evelyn Beekler taught third and fourth, Estes Laughlin fifth, Corbette Anderson taught sixth and eighth, and Pauline Bailey taught the seventh grade. Their salaries ranged from \$97.00 to \$210.00 per month. Board members were President Verne Conard, Noah Irwin, J. E. Milner, Ogie Rutherford, Fred Williams, Earl Smith, and Howard Spicer. In 1957-58 W. S. Bennett became superintendent. Johnsonville had 189 students enrolled. Teachers were Bonnie Williams, Ferne Bullard, Hazel Esmon, Ellen Laughlin, Estes Laughlin, Larry Englebright, Pauline Bailey, and Lucille Lindsey.

Kermit Braddock became superintendent and coach for the 1960-61 year. He remained in that position until July 1, 1963, when he became assistant county superintendent. Ellen Laughlin was appointed principal

for 1963-64. The following year David L. Hawley was named superintendent at a salary of \$575.00 per month. Teachers that were paid \$350.00 per month were Lucille Long, Ruth Howe, Ruby Grove, and Ellen Laughlin. Those receiving \$383.00 per month were William Bennett, Mildrene Crippin, Betty Treat, and LaDonna Martin.

Kermit Braddock returned as superintendent for the 1967-68 term. The playground was paved during his tenure there. In 1971-72 W. S. Bennett again became superintendent, and Mr. Braddock returned as assistant county superintendent of schools under Albert Miller. Bill Morrison became superintendent during 1972-73, and he served as Johnsonville Elementary Principal for the North Wayne Unit #200 in 1973-74 when Leland Frye was named superintendent. The teaching staff for Johnsonville's kindergarten through fifth grade attendance center were Wandalee Triggs, Melody Howell, Deloris Atteberry, Glenda Duke, Joyce Kingsbury, Ruby Grove, and Hilda Smith.

In 1974-75 Joseph Murphy became principal of Mt. Erie and Johnsonville elementary attendance centers. He served in that capacity until 1979. Dr. Henry Boer became superintendent of the North Wayne Unit #200 in 1974, and under his leadership several improvements were made. A speech teacher was employed to work with pre-school through high school seniors. Two hearing impaired classrooms were developed in the old locker rooms of the Johnsonville gym. The district joined the Wabash Ohio Valley Special Education District, and an audiological suite was added in an empty classroom at Johnsonville. Students in the nine county region were sent there, and some \$20,000.00 worth of equipment was installed in the classroom. Title I Reading and Math were added to the curriculum. An itinerant Vocal Music teacher was employed to teach at the four attendance centers.

In 1979-80 Middle School Principal Richard Wilson was given a dual administrative assignment and also became Johnsonville principal. In 1980-81 Ed Brashear served as Middle School and Johnsonville principal, and Lawrence Hanner became Unit #200 superintendent. The teaching staff for the 1981-82 school term were Joyce Kingsbury, kindergarten; Sandra Hanner, first grade; Glenda Duke, second grade; Janice Meagher, third grade; Donn Keyser, fourth grade; Melody Howell, Title I; Ruth Calcaterra, Music teacher; Joyce Carson, Learning Disabilities; and Tina Spolarich, Speech teacher.

The highlights of the school year at Johnsonville are the annual P.T.O. Halloween Carnival and Christmas Play. The annual Heart Fund Benefit is always well attended.

Cisne Elementary School

The first school taught in Cisne was held in a frame building which was moved from the Carthage District in 1870. Cisne was not yet platted when school districts were laid out in twenty-square-mile districts. Cisne Elementary District #33 was formed from parts of the Antioch District #36, Milner District #32, Carthage District #35, and Bedford District #34. By 1884 a two-story frame schoolhouse had been erected at a cost of \$1,300.00. The average attendance was 60 pupils. In 1912 a new three-room school was built on the lot where the Cisne Middle School now stands. It housed grades one through eight until 1919 when grades ten and eleven were added. It was used for grades one through eleven until 1943 when grade twelve was added. In 1943 three rooms and a gymnasium were added to the schoolhouse.

In 1926-27 Corinne Sweeney and Clella Michaels taught the primary and upper grades. Robley Wilson Ransom replaced Corinne Sweeney in 1927-28. During the 1936-37 school term Oakley Bradham, Tillie Stein, and Mildred Lane taught for Cisne District #33. Corinne Sweeney returned in 1938-39 after teaching at Rinard. Ernestine Crook taught in 1937-38 and 1938-39. Donald Trotter served as teacher and coach in 1938-39 and 1939-40. Howard Porter and Leone Squire taught in 1939-40. Lloyd Henson and Charlie Mix were added to the staff in 1940-41. Ila Barnard, Ertis Baker, Virginia Brown, Pauline Trotter, and Corinne Sweeney made up the staff in 1941-42. Harry Potteroff taught in 1942-43 and 1943-44. Charlie Mix served as teacher and principal and Pauline Karlee was a teacher in 1944-45. In 1945-46 Esther Kieser and Mary Yates were members of the faculty. During

1946-47 Helena Funkhouser and M. J. Webster were on the staff. In 1947-48 Warren Simpson was teacher and elementary principal.

Cisne Community Consolidated District #7 was organized in 1948. Cisne #7, Watson #37, Enterprise #28, Antioch #36, Milner #32, Gunion #31, and Fairview #79 were annexed to District #7. Sometime prior to 1948 the Union, Laird, Center, and Carthage Districts were dissolved. Evert Osterman taught at Gunion School during its final year of operation in 1947-48. Albert Miller was the last teacher at the Milner School in 1948-49.

Enterprise school was annexed in 1949. This school was one of the first in north Wayne County. A school was in operation there in 1852. It was a log cabin with puncheon floors and slab seats. The teacher in 1852 was Russell Curry, who later taught in Mt. Erie. By 1883 there were five frame, one brick, and one log schoolhouse in Elm River Township. There were 299 students and ten teachers whose average pay was \$36.00 per month for men and \$22.00 per month for women. In 1883 Elm River School property was valued at \$3,000.00. Blanche Newton taught the final class of 19 students in the Enterprise School in 1948-49.

The Cisne Community Consolidated District #7 Board members in 1949 were Stanley Bratton, Harley Billington, Hubert Grove, John Carpenter, Frank Orr, Russell Gibson, and Laslie Young. Warren Simpson was superintendent at a salary of \$288.94 per month. The teachers for 1949-50 were Evert Osterman, Tillie Stein, Corinne Sweeney, Helena Funkhouser, Blanche Newton, Phillip Ayers, Beulah Flexter, and Adamae Roosevelt. Pay ranged from \$100.00 to \$247.00 per month.

On January 14, 1952, the District #7 Board purchased five acres south

of the present school for \$2,000.00. This gave the district slightly over six acres. On January 30, 1952, a referendum was passed by voters to build an additional two rooms south of the old school for \$30,000.00.

On July 7, 1953, Harvard #8 petitioned to District #7. Ira Pilcher was the last teacher, and the school was closed on August 4, 1953. Bedford District #34 and Johnson District #39 consolidated in August, 1953. School was held in the Bedford Schoolhouse during 1953-54, and Bertha Barrett was the last teacher.

On December 3, 1953, Harry Potteroff was employed as Consolidated District #7 treasurer. Mr. Potteroff has been serving in that capacity ever since.

On June 29, 1956, the board voted to build a new school utilizing the two rooms built in 1953. The building referendum for \$275,000.00 passed on September 22, 1956. Boyd Construction of Fairfield was awarded the general contract to build a new school for a low bid of \$262,298.00. Warren Simpson ended his tenure as principal on July 11, 1956, and Jim Bokenkamp was hired as principal on August 1, 1956.

In 1958 pupils began attending the new Cisne Community Consolidated School District #7 building. It housed students through grade eight. The school had 30,600 square feet of floor space on one level. It had a spacious gymnasium and large playground and ballpark on the south side. The school board members for 1958-59 were Hubert Grove, Clifford Hubble, Chester Schiele, Hayward Barnes, John Winters, Paul Prince, and Kenneth Kessell. Mr. Bokenkamp was principal and Mamie Ferguson, Tillie Stine, Evelyn Beekler, Bertha Barrett, Evert Osterman, Edna Reid, Clyde Englebright, and Lucille Lindsey were the teachers.

Mr. Bokenkamp was Cisne Elementary School principal until 1963-64. Houston Holt replaced him and served until 1965-66. During the 1966-67 year E. A. Yund began his two-year tenure as principal. Fred Puckett served as principal during the 1968-69 school term, and he was followed by L. E. Tolliver in the 1969-70 school year. Mr. Tolliver was named superintendent for the 1969-70 school year. Teachers were Wandalee Triggs, kindergarten; Melody Howell, first grade; Deloris Atteberry, second grade; Ila G. Barnard, third and fourth; Evelyn Beekler, fifth and sixth; Joe Murphy and Mary Lou Simmons shared the seventh and eighth grades; and John Book was music director.

The final year for Cisne Community Consolidated District #7 was 1972-73. L. E. Tolliver was the last superintendent. His staff of teachers were Deloris Atteberry, Evelyn Beekler, Glenda Duke, Melody Howell, Paul Krut-singer, Joe Murphy, Mary Lou Simmons, Wandalee Triggs, Garland Keck, and John Book. The District #7 Board held its final meeting on June 11, 1973. Board members were Jack Fearn, Ovid Hicks, Jerry Samford, James Baker, Kelly Richardson, Loren Conard and J. B. Courtright.

On December 27, 1972, a petition for a unit district, signed by more than 200 legal voters of northern Wayne County, was presented to County Superintendent Albert Miller. In April of 1973 the vote for a unit school district passed by a 454-94 margin.

On July 12, 1973, the North Wayne Community Consolidated Board of Education held its organizational meeting. County Superintendent Albert Miller called the meeting to order. The new board members were Joe Molt, Elmo Manahan, Jack Fearn, Darwin Porterfield, Lloyd Clements, Ovid Hicks, and Robert Rodgers. Leland Frye was named as superintendent, and Gene

Tolliver was named principal of Cisne Elementary. During the first year, 1973-74, the attendance centers remained as they were before the unit was organized.

In 1974-75 Dr. Henry Boer was named as superintendent. The unit office was located at Cisne Middle School. The district attendance centers were reorganized and Cisne Elementary became Cisne Middle School with grades five through eight taught there. The Middle School staff was Ruth Daubs, Deloris Atteberry, Mary Lou Simmons, Garland Keck, Paul Krutsinger, and Bob Porterfield. Don Phillips was the first principal of Cisne Middle School.

On May 10, 1977, the board accepted bids for an addition to Cisne Middle School. Two classrooms and a music room were to be built at a cost of approximately \$60,000.00. Clark Wood Construction received the general construction contract.

In 1977-78 Richard Wilson was hired as Middle School principal. During his three-year tenure the school joined an elementary career education co-op and a career information program was started. In 1978-79 Hilda Smith and the Johnsonville fifth grade were moved into Cisne Middle School.

Lawrence Hanner became unit superintendent in the summer of 1980. Ed Brashear was hired as middle school principal for the 1980-81 school term. During 1981-82 the Balzing Bullets basketball team won the Junior Midland Trail Conference and Tournament with an undefeated record. Coach Ed Chappell's team finished fourth in the Southern Illinois Junior High Class M. Championships and compiled a 24-4 record. The Middle School teaching staff for 1981-82 was Wandalee Triggs, Title I; Norva Daubs, fifth

grade; Hilda Smith, fifth grade; Edward Chappell, Math; Nonnie Hoffee, Reading and English; Garland Keck, Social Studies; Linda Keck, Reading; Paul Krutsinger, Science; Robert Porterfield, Spelling and Health; Mary Lou Simmons, English; Dennis Calcaterra, Band; Ruth Calcaterra, Music; Joyce Carson, Learning Disabilities, Denise Tadlock, Art; Tina Spolarich, Speech; and Kay Miller was the school nurse.

The Middle School serves as the center of activity for elementary students. The district-wide Christmas Concert and Art Show and the Middle School Science Fair and Spring Concert are popular events.

Mt. Erie Elementary School

The first school in Mt. Erie Township was a log cabin located a short distance southeast of the village of Mt. Erie. Mr. Camp served as the school teacher. A school was built in Mt. Erie in 1866 and was used until a new four-room building was built in 1904. The building was located on the site where the Methodist Parsonage now stands. In 1883 there were eight schools in Mt. Erie Township with 591 pupils and 14 teachers who were paid an average of \$30.00 per month.

From 1914 until 1951 the same administrator served as both high school principal and teacher and elementary principal. The school usually had a primary and a upper elementary grade teacher as well. Bonnie Williams was a teacher at Mt. Erie Elementary School from before 1937 until 1952. Percy Borah, who began teaching in 1925, taught for Mt. Erie District #19 from 1937 until 1940 and from 1945 until 1963.

On December 8, 1951, Mt. Erie Community Consolidated District #11 was formed. Some of the one-room school districts that were annexed into the new district were Brown District #23, Number Four District #17, Mt. Erie District #19, Vandaveer District #18, Walker District #22, West District #91, Number Seven District, Gerber District, and Farmer District. Mann District #24 remained in operation until after the 1955-56 term. Percy Borah served as first principal for the new district from 1951 until 1953. On August 11, 1952, the District #11 Board of Education decided to sell six schoolhouses and retain two for emergency uses. The Mt. Erie school building was chosen to house the students of the new district. For the 1952-53 school year Percy Borah taught the fifth and sixth grades, Wanda Gardner taught the third and fourth grades, Ellen Wolfe taught the

first and second grades, and Rada Walters taught the seventh and eighth grades.

On August 12, 1953, a report on possible building sites for a new school was given, and, the board chose the Freeda Shurtiff property, where the Oliver Totten place stood. The $6\frac{1}{2}$ acres were to be sold for \$1,200.00. In 1953-54 Ellen Wolfe was principal and seventh and eighth grade teacher. Percy Borah was fifth and sixth grade teacher, Wanda Gardner was third and fourth grade teacher, and Rada Walters was first and second grade teacher. Pay averaged \$275.00 per month. On August 29, 1953, voters passed a three-phase referendum. They approved building a school, purchasing a site, and selling \$115,000.00 in bonds. Board members were James Enlow, Lot Wolfe, Glen Taylor, Carl Bailey, Glen Shannon, Raymond Mayes, and Ernest Greifzu. Ray Boyd Construction of Fairfield was awarded the contract for general construction for \$103,403.00.

On July 23, 1954, Mr. Walter Beltz was hired as new principal for the new school. The building had a small gym with stage, a cafeteria, restroom, four classrooms, an office, and a large outside playground. Mr. Beltz resigned on October 6, 1954, and a Mr. Rinehart was employed to finish his term. On March 25, 1955, Lyveere Massie was hired to be principal, coach, and seventh and eighth grade teacher at a salary of \$3,600.00 per year. He was principal until the 1966-67 school year. Mr. Massie remained as a teacher until he retired in 1973.

The old Mt. Erie School was sold on April 9, 1955. It was torn down shortly after that.

Dewey Parsons was principal the 1966-67 and 1967-68 term. Mr. Lowe served as administrator during the 1968-69 year. Charles Mitchell was

principal for three years, from 1969-70 until 1971-72. Mr. Curtis Pierce was the last Mt. Erie Community Consolidated District #11 administrator during the 1972-73 school year.

After the Unit was formed in the summer of 1973 Joe Murphy was made principal of the Mt. Erie Elementary School. The teachers were Ruth Daubs, first and second grade; Lillian Borah, kindergarten; Lyveere Massie, third and fourth; Ellen Wolfe, fifth and sixth; and Bob Porterfield, seventh and eighth grade.

The following year the Unit was reorganized under Superintendent Henry Boer. Students in the eastern half of the district who were in kindergarten through fourth grade attended the Mt. Erie Elementary School. Joe Murphy became principal of Mt. Erie and Johnsonville Grade Schools. The Mt. Erie School, which had been the center for social and sporting events in the community, held only a P.T.O. Halloween Carnival and a Christmas Play. The two small rooms on the northeast and southeast side of the gym were made into a Speech room and a Title I and Learning Disabilities room.

Dennis Patton served in dual capacity as Cisne High School principal and Mt. Erie principal for the 1979-80 term. He was assisted by the district guidance counselor, Nate Spear. In the summer of 1980 Lawrence Hanner was named unit superintendent and Mt. Erie principal. The faculty for the 1981-82 term was Linda Massie, kindergarten teacher; Georgia Orsulak, first grade; Diane Taylor, second grade; Ellen Wolfe, third grade; and Doris Simpson, fourth grade; Ruth Calcaterra, Music; Debbie Smith, Learning Disabilities; Deloris Atteberry, Title I.

CHAPTER IV

THE EMERGENCE OF THE HIGH SCHOOLS

During much of its history the American high school has been an institution in search of an identity. In 1892 the term high school was very vague. It covered an endless variety of schools with an infinite variety of courses of study, aims, ideals, and methods. It was seen as a gap between elementary school and college. There was little confusion as to the purpose of the Boston Latin Grammar School, or other town grammar schools in early New England. Their curriculum was Latin, Greek, and Mathematics. They were to prepare youth to enter Harvard College.³⁵

During most of the 1800's the academy dominated secondary education. A new institution appeared in Boston in 1821 and was called a high school. It was not until 1880 that the number of students enrolled in high schools outnumbered those in academies. These academies were chartered as quasi-public ventures, like banks or canals, and generally controlled by a board of trustees. They often received public funds and accepted any student who could pay the fee. By 1850 some 263,000 pupils were enrolled in 6,000 academies across the country. An astounding range of subjects were taught. Usually the subjects were grouped into patterns appropriate to the aspirations of the students; college bound, teaching, or general counting. Both a generalized American faith in education and local pride multiplied these academies. It was good for the town image to have one. The majority of these academies were more responsible to the academic and vocational interest

of the student than were the high schools of the time. As boarding academies began to die out in the 1860's, three-quarters of the American people were provided with no secondary schools.

Massachusetts passed a law in 1827 requiring towns of 500 families to maintain a high school which would offer U. S. History, Surveying, Algebra, Bookkeeping, and Geometry. For over 50 years this was the only state to pass a law to require towns to furnish high schools. Tennessee passed a law in 1891 defining secondary schools as grades six, seven, and eight. In Illinois 220 of 258 high schools in 1896 were housed in elementary school quarters. The high school was not a rich man's school. An early study in Massachusetts, Pennsylvania, and Illinois stated that 25 percent of the high school students paid no tax and only 12.9 percent paid tax on \$10,000.00 assessed real estate. In 1890 there were 200,000 students in public high schools and nearly twice that in all secondary schools. This represents 6.7 percent of the 14-17 age population. Only 10-20 percent of these ever graduated.

While state laws generally came to require the establishment and support of common schools there remained some doubt that secondary schools were included. This question became the heart of the Kalamazoo case. In 1874, the case of Stuart v. School District No. 1 of the Village of Kalamazoo, Michigan, said,

We content ourselves with the statement that neither in our state policy, in our constitution, or in our laws, do we find the primary school districts restricted in the branches of knowledge which their officers may cause to be taught, or the grade of instruction that may be given, if their voters consent in regular form to bear the expense and raise the taxes for the purpose. ³⁶

This made it clear that local boards of education had powers to establish schools and levels of instruction and to use money in support of those schools

even though state law did not specifically provide for such schools and levels of instruction.

The colleges controlled the curriculum and character of secondary schools. In 1895 the North Central Association of Colleges and Secondary Schools was formed to broaden the scope of accreditation. The Committee of Ten was appointed by the National Council of Education in 1892. Their job was to develop secondary school programs, subjects, methods of instruction, and time allotment. Their recommendations later emerged in the Cardinal Principles. The United States Office of Education distributed 30,000 free copies of the report to educational leaders and used its curriculum tables as a basis for its own yearly statistical report on high schools. The Cardinal Principles of Secondary Education, published in 1918, was widely praised as a plan for reorganizing secondary schools. Between 1890 and 1920 the secondary school population mushroomed from 360,000 to 2,500,000. The majority of students attended urban high schools, but the majority of high schools were small and rural. In 1904 only one-sixth of the high schools had five or more teachers.

Johnsonville High School

In 1919 brothers Leonard and John Samford developed secondary programs for the Johnsonville and Cisne High Schools.

John Weaver was teaching 27 elementary students at the Johnsonville District #40 schoolhouse on the northwest corner of the Johnsonville cross-roads in 1919-20. Leonard Samford became the first and only Johnsonville High principal in that year. The high school held classes for two years before the limited enrollment forced the directors to cancel secondary classes. Dan Rogers, long time teacher in northern Wayne County Schools, attended his first two years of high school there.

Mt. Erie High School

Mt. Erie High School was organized during the summer of 1914. The Board of Directors and Officers were D. T. Shannon, Edward Borah and George Hedrick. The Wayne County Superintendent of Schools was T. G. Blair, and the State Superintendent of High Schools was J. C. Hanna.

C. E. Reed was hired as the first principal for \$80.00 per month. The first year, 1914-15, he taught the eighth grade and ten freshmen. The high school principal also served as administrator of the primary grades. Modern equipment was installed in the grade school that was built in 1904. The dwelling across the street east was used as part-time classroom. Accrediting relations with State Normal University at Carbondale and Fairfield High School was accomplished by persistent effort of the board and principal to meet the needs of the State Department. The school was placed on a two-year recognized list enabling the graduates to enter any school in the state and receive credit for their work.

In 1915-16 the entire curriculum went into effect in full sway with ten freshmen and nine sophomores; their motto was, "We learn to do by doing". They played long ball on the schoolground with no recognition of outside competition. Debate and home talent plays were more prominent with socials mixed in to pep up their ego.

In 1916-17 Chilton E. Downing was principal. Thirteen freshmen and ten sophomores enrolled. In 1917 the high school was voted out with most students going to other high schools and colleges.

With the able assistance of Dr. Fred Miller and the insistence of parents of the vicinity, the high school was voted back in 1920-21. In

1921-22 C. O. Draper served as principal and J. C. McCormick was teacher. J. C. McCormick was named principal from 1922 to 1925. James Monan and J. G. Pugh assisted him as teachers. In 1925-26 J. G. Pugh served as principal and Florence Seneff and Lillie Fishel were teachers. J. Galbreath was hired as principal in 1926 and Lillie Fishel was the teacher. That year the school was voted in as a three-year high school. In 1927-28 Mrs. S. Glover resigned as teacher in December and was replaced by Alene Cantrell to finish the term.

During this period, the school ground was leveled and backboards and baskets were erected for the beginning of a basketball court. Up until this time, some basketball was played along with long ball. Each year from the very beginning of school, there were socials, debates, and very prominent home talent plays. There were sometimes two plays in a term and they were always exciting. The home talent plays were presented in Woodman Hall above the restaurant before the gymnasium was built. The school trip at the close of the term was a high point to students.

In 1928 to 1930 Lowell Galbreath was principal, and Alene Cantrell was teacher. She became Alene Galbreath at the end of this two-year period. There was a time when the students chose sides, calling themselves Wilsonian and Lincolnian societies. Every other Friday afternoon one or the other of these societies gave a program in the schoolhouse for the public. It was a great success for both students and audience.

The next four years L. P. Henson was principal. Berniece Barnard was teacher for two years. Basketball had been played several years on an outside court and in competition with other schools. Under Mr. Henson's supervision some students fixed up the old floor in the warehouse back of

Gibson's Cafe and Gardner's Hardware. In spite of a leaky roof and battered sides, this was the beginning in many ways of the development of some fine basketball teams. The third and fourth years, Alene Galbreath was Mr. Henson's assistant. In 1934 the largest class of Mt. Erie High School history graduated. There was also a plea to the community for a new gymnasium. It was voted in by a large majority and completed November 24, 1934, south of the schoolhouse. This gave the teams a greater incentive to work harder, resulting in great successes.

For the next three years, M. L. Galbreath was principal. Alene Galbreath was teacher and Charles Keyser was coach. By this time the basketball team had won many high-scoring games. Mt. Erie High won three conference championships and a state district championship. There was also a girls' basketball team.

From 1937 to 1939 Glen Eckleberry served as principal. Margrett McDorman was teacher and Charles Keyser was coach. Mrs. Maureen Dempsey and Jane Larrick were teachers in 1938.

The community voted in a four-year school term in 1940. Walter Brotsch was principal, and May Ester Crumb and J. Calhon served as teachers. During these years, Ruth Bozarth, Mava Stine, and Hope Willowby were added to the teachers' staff. In the year 1943-44 the school was voted back to a three-year school, with Clayton Brown serving as principal. Lola Faye Gardner and O. H. Holman were teachers, and Charles Keyser was coach.

During the 1944-45 school year Earnest Berg was the principal and Maude Trousdale and Margaret Crane were the teachers. For the next six years Vance Swinson served as principal, with the exception of 1948-49, when Gage Vaughn replaced him for one year. All six of those years Nonnie Hoffee

and Milton Webster were teachers, with the exception of one year, when Doris McFadin replaced Nonnie Hoffee.

During the 1946-47 school year there were 27 pupils in Mt. Erie High School. A girls' club was formed that year. Three one-act plays were presented by the sophomores, and the freshmen presented a play. On the last day of school the students took a bus trip to the St. Louis Zoo and Highland Park. In 1947-48 twelve juniors took a trip to Fairfield to see a stage production of Macbeth. A Junior Business Club was organized in that year. Mrs. Hoffee's General Business class gave speeches every Thursday and on special days and holidays. Other courses offered were Latin, General Science, English, Biology, Geometry, Spelling, Typing, American History, Bookkeeping, and Algebra. Banquets and picnics were social events enjoyed by the students. Coed softball was played in the fall and spring. Mt. Erie defeated Golden Gate three times in the fall of 1947. The basketball team played just six first team and six second team games. They also participated in a basketball tournament at Allendale.

The 1950-51 school year was the last for Mt. Erie High School. Before 1951, seniors could attend any high school in the area for their senior year. Howard Crews was the first bus driver who transported students from Mt. Erie to Cisne High School. Mt. Erie High School graduated 187 students before becoming a part of Cisne Community Consolidated District #228 in 1951.

The School Board at the time of consolidation were James Daubs, Percy Atteberry, Vern Keyser, J. A. Fraim, B. Berg, Pearl Brummitt, and Lyle Seneff. The gymnasium was torn down in 1954 and the school demolished shortly after that.

A Poem By Mabel Gardner

Listen, you youngsters and you shall hear
Of the high school days of us oldsters here,
We went to school through the Great Depression
And from those hard times you could all learn a lesson.

Yes, times were hard and the going was rough,
To get to school in those days you had to be tough.
There were no school buses, in days of yore,
That came and picked us up at our door.

Some of us rode horses, a few had a car
And some even walked, who didn't live too far.
The roads then were not graveled or oiled as now
And the mud holes could get belly-deep to a cow.

But we knew to dress warmly when we started to school,
If you didn't, when you got there, you were a frozen fool!
Tis true we had fewer classrooms and teachers than you
And the conveniences we had my child were few.

Our heat came from a pot-bellied stove, fed with coal
And the mud was cleaned up by the janitor, the poor old soul!
We had no running water, neither hot nor cold,
The fountain we drank from about 20 gallons would hold.

There were no inside toilets that you now enjoy,
We had outdoor privies, one for girls, one for boys.
There were no light switches, with bright lights every ready,
I've seen it get so dark, you could not see to study.

We had no shiny kitchen, and cafeteria in which to eat,
You carried your lunch in a pail and ate at your seat.
We had no big gym in which to play ball,
We played on the ground, or played none at all.

But, we had good times at old Mt. Erie High,
And it was with great sadness, we bade her goodbye.
You say our education was far from first class
And wonder how through life we can pass.

We had wonderful teachers then in our schools,
We were taught the fundamentals and the Golden Rule.
We had no hippies, no drugs, no riots,
Boys looked like boys and girls were so quiet.

Just big buildings do not create a good school,
It takes good pupils, kind parents and good teachers to rule.
So, before I bring this poem to an end,
Good old Mt. Erie High School I'll still defend.

Her students will slowly pass, bye and bye,
So let those still living carry her banner high.
Shen the year of 1950-51 was done,
They closed its doors, never to return.

This thing called "progress" had come to us,
Now, Cisne High School hauls the students by bus. ³⁷

Cisne High School

Cisne High School was organized in 1919. The school first held classes in the old blacksmith shop. John Samford was the first principal and teacher. He instructed 20 girls and 2 boys in English, Algebra, Geography, Health, and Civics.

In 1920-21 the high school was moved into the old elementary school building. School was in session for only seven months in the early days. The school day lasted from 8 A.M. until 4 P.M. with an hour off for lunch. The school provided no lunch program, and even drinking water had to be drawn from a well. Most students walked to school. There were no inside restrooms and the lighting seemed very poor to the students.

John Samford was principal, and Arla Butler Mix was teacher, during the 1921-22 school term. In 1923 the first three-year program was instituted. The basketball team, Girls Athletic Association, and Commerce Club were organized. J. G. Pugh served as principal, and Ray Thomas was the teacher. Dillard Stone became principal and teacher in 1926, and Cora Morgan assisted him with the teaching.

In 1928-29 H. Heyer served as the school's principal. Marian Reid was a teacher, and Earl Davis was teacher and the first coach. In 1929 the Wayne County Press ran a story concerning an alarming show of irregular attendance at Cisne High School. This led to a crackdown on compulsory attendance by the principal. The directors at this time were M. S. Puckett, S. A. Clay, and V. M. Pyle.

Leo J. Baker served as high school principal from 1929 until 1934. Dartha Maurice Galbraith was Latin and English teacher during those years.

In 1933 Glen Eikleberry and Julianna Crippin Uphoff were teachers. Bernice Barnard replaced Mrs. Galbraith for the 1934-35 term, and Mr. L. P. Henson became principal, Science, Math and History instructor. Mr. Henson served as principal until 1938. During the 1937-38 school term Orda S. Barnard became a teacher. O. S. Barnard became principal for 1938-39. Kelly Taylor taught with Mr. Barnard until 1940. Julianna Crippin Uphoff returned as a teacher in 1938 as a replacement for Mr. Henson. In 1937 the first Echo yearbook was published.

Cisne joined the Midland Trail Conference in the early 1930's. The basketball team was known as the Red Birds. They won their first and only State District Basketball Tournament and their first Midland Trail Conference Tournament in 1939. During 1939 Marguerite Summers was added to the teaching staff. In 1940-41 Don Trotter became coach and teacher. Belle Leach was hired as teacher for 1940-41. The first library was started in that year with only a few books. Principal O. S. Barnard taught Biology, General Science, Geography, and Latin. Mr. Trotter taught Practical Math, English, Algebra, and Civics. Belle Leach taught Bookkeeping, Typing, World History, and Shorthand. Several high school students left during their junior year to attend four-year high schools. In the fall of 1940 a Halloween Carnival was held and Dorothy Patterson was crowned queen by basketball captain Elsworth Duke. In November Bill Johnson, school scoring record holder, shot off a toe with his shotgun, and the basketball team suffered through a 3-18 season, losing three times to Mt. Erie. On March 13 the school held a Patriotic Party and prizes were awarded to students selling the most Old Glory badges. On March 21, 1941, the basketball team stayed overnight at the State Tournament in Champaign. The G.A.A. had two parties and took an

overnight trip in the spring. School board members for 1940-41 term were President Miles Puckett, Rueben Barth, and Henry King. Mr. Barnard's last year as principal was 1941-42. At the end of the 1941-42 term Cisne High School Community Consolidated District #228 was organized.

The new Cisne High District #228 Board held its organizational meeting on April 20, 1942. Lots were drawn by board members to determine the length of their terms. John Squire was elected president and drew a one-year term. M. S. Puckett and S. R. Ellis received two year terms, and C. H. Winters drew the only three-year term.

On May 18, 1942, Guy Runyon was offered a contract to be principal. The State did not approve his qualifications, and J. O. Clements was hired for \$2,200.00 per year. On July 7, 1942, the board rented rooms and the gym from District #33 for the purpose of holding classes. Rental fee was \$1,395.00. The board also rented two brick buildings from Mac Watkins for \$70.00 per month. These were used as the Agriculture and Home Economics departments.

A four year program of study was established in 1942-43. There were eight teachers, and a wide variety of subjects were offered. The FFA, FHA, and Student Council were organized.

On July 1, 1944, a referendum was passed to purchase the Barth-Eikleberry tract, east of the village of Cisne, as a site for a new school. The ten acres sold for \$2,500.00. On September 4, 1945, the board decided to visit the newly constructed St. Elmo and Noble High Schools before deciding on a floor plan. The board chose a plan similar to Noble High School.

During the 1944-45 school term the Band, Chorus, and school newspaper first appeared. The first play, a Southern Cinderella, was performed.

During 1945-46 a junior play, Good Night Ladies, and a senior production of Dictator Dad were presented. The first homecoming queen, Marie Morris, was crowned following the basketball season. There were 24 seniors, 32 juniors, 51 sophomores, and 44 freshmen during the 1945-56 school year. The Latin Club was formed in 1947 and Sociology was added. Majorettes were added in 1948.

On March 6, 1945, the abstract for the Barth-Eikleberry tract was delivered and approved. On July 3, 1947, \$130,000.00 worth of bonds were put up for sale. Bauer Brothers Construction was awarded the general construction contract on July 15, 1947. The bid for the 40,000 square feet of floor space building was \$217,446.00.

Cisne High students first attended the new school in 1948-49. There were inside restrooms and a cafeteria. The first six weeks of school were held in the old grade school building before the students and staff moved into the new high school. The high school staff included one secretary, two cooks, four bus drivers, ten teachers, and a librarian. The principal served as teacher and guidance counselor. Teaching salaries for 1948-49 ranged from \$2,400.00 to \$2,750.00 for a B. S. degree to \$2,600.00 to \$2,950.00 for a M. S. degree. The pep club and baseball team appeared in 1949. The first junior-senior banquet and prom, Mexican Serenade, was held in the new gym in the spring of 1949. The basketball team compiled an 11-9 record that season.

For the 1949-50 school year Mr. Clements was principal and Social Studies teacher, Margaret Davis taught English and served as librarian, Kermit Esarey taught Agriculture, Ernest Knowles was coach, Physical Education instructor, and Biology teacher, and Jeanne Knowles taught girls'

Physical Education, Art, and English. Phillip Meyer was music director, Martha Simpson taught Home Economics and Chemistry, Margaret Thacker taught History and Latin, Edna Webster taught Commerce, and Delbert Zimmerman was General Science teacher. There were 33 seniors, 45 juniors, 40 sophomores, and 49 freshmen enrolled during the 1949-50 school year. The basketball team compiled an 11-9 record that year.

As early as May 1, 1951, the District #228 Board discussed the possibility of forming a unit district. Mt. Erie High School had closed and been annexed into the Cisne High District. It was more than twenty years before a unit district was actually realized.

Mr. Vance Swinson and Mrs. Nonnie Hoffee, teachers at Mt. Erie High in 1950-51, were employed by the Cisne Board for the 1951-52 term. Students from Mt. Erie, who had formerly been able to attend any high school for their fourth year, were required to attend Cisne High.

Harry Jackson was employed as the first Industrial Arts teacher in 1951-52. Mr. Leland "Bill" Frye was hired as Agriculture teacher on June 17, 1952. J. O. Clements retired as principal after the 1952-53 school term. Cisne High had twelve teachers and 180 students at that time. The curriculum consisted of Agriculture, Business and Commerce, P.E., Driver Education, Home Economics, Industrial Arts, Latin, History, Civics, English, Biology, Math, Chemistry and Music.

Delbert Zimmerman, former Math and Science teacher, was hired as principal in 1953-54 and remained until 1956. In the fall of 1953 and 1954 the Cisne Lions baseball team won back to back Midland Trail Championships under Coach Dale Huff. Pat Wolfe was hired as Physical Education,

Biology, and Geography instructor. During Leland Frye's tenure as Agriculture instructor he trained student teachers. Between the years 1955 and 1958 Mr. Frye trained twelve new ag teachers.

Carl Richardson was principal in 1956-57. There were 17 teachers, and Trigonometry was offered as a new math course that year. Mr. Robert Leathers was hired as principal for the 1957-58 term. After school had started, the State did not approve his qualifications and forced the board to make a change. Leland Frye took over as principal and remained in that capacity until 1973. A former principal, Mr. O. S. Barnard, returned to Cisne High as a teacher from 1954 until 1958. In 1958, Spanish and Social Problems were added to the curriculum.

On June 23, 1961, the board proposed that an agricultural wing should be built. On July 12 an agreement was signed with Charlie Mix to construct the addition.

In 1964 Physics and Secretarial Office Practice were added, and the library contained 1500 volumes. There were four years of math, science, business, home economics, social studies, agriculture, industrial arts, and two years of Spanish and Latin.

1972-73 was the final year for Cisne High District #228. It was a banner sports year. The Running Lions basketball team won their second Midland Trail Tournament and first conference championship. Coach Bill Carson's team was undefeated in twelve conference games and had a 24-3 overall record. The final District #228 Board, Charles Peters, Herman Brown, Leland Barnes, Elmo Manahan, Lloyd Clements, and President Darwin Porterfield held their final meeting on July 9, 1973.

Leland Frye was named superintendent of the North Wayne Unit in the summer of 1973. Mr. Michael Simpson was named principal of Cisne High School. After one year Mr. Frye was replaced by Dr. Henry Boer. Several programs were added to the school curriculum after the unit was formed. A Speech teacher was hired to work with students from pre-schoolers to twelfth grade. A Learning Disabilities teacher was hired to work with students on a one-to-one basis. Two-hearing impaired classrooms were developed in the old shower rooms at Johnsonville School, and the district joined the Wabash Ohio Valley Special Education District. An audiological suite was added at the Johnsonville School for the hearing impaired students in the Special Education District, which covers nine counties. Some \$20,000.00 worth of equipment was installed in the classroom. A school nurse was hired, and Title I, Band, and Vocal Music were extended to the lower grades.

Cisne High became a member of the Wayne-Clay Vocational Joint Agreement on February 12, 1974. The classes started at the beginning of the 1974-75 term. This agreement provided many additional vocational/education opportunities to the Cisne High students. Cisne High became the administrative center for Auto Mechanics. Students from Clay City, Louisville, and Flora attended Auto Mechaanics classes at Cisne in the mornings. Flora, the largest high school, administered the Nursing, Health Careers, Building Trades, and Cooperative Work Programs. Clay City was responsible for the Graphic Arts program and Louisville the Advanced Welding Class.

Mr. Dennis Patton was hired as principal in May of 1978 to replace Mr. Simpson. During Mr. Patton's tenure the scholar bowl team was officially organized with Mr. Charles Lane as coach. Mr. Patton developed a work study

program and rewrote the district's One-and-Five-Year Plan for Vocational Education. A student handbook and curriculum guide was developed. Current Events, Mass Media, and Remedial English were added to the curriculum. With the combined efforts of teachers Charles Lane and Jerry Cathey two TRS-80 computers were purchased. A Computer Basic class was offered in January of 1982. The library was refurnished and now contains approximately 4200 volumes. With Mr. Patton's efforts a girls' softball team was organized and approved as a conference sport in 1981. The Cisne girls' team, under Coach Mike McCollum, won the first conference tournament held at Cisne that year. The Ed Chappell-coached boys cross-country team won the M.T.C. in 1979, and the Ken Lence-coached cross-country team won again in 1980.

Cisne High School was visited by the North Central Association in the spring of 1981. Cisne High remained as a member when most small high schools in the state were dropping out. The following quote from that North Central Report will serve as a stopping point in the on-going story of Cisne High.

Since the time of the immediately preceding NCA visiting committee's report in 1973, follow-up at Cisne High School has occurred. It is evident in the condition of the school facility, in the up-grading of the curriculum, and most importantly in the attitude and professionalism of the school staff and administration. The North Wayne Community Unit School District #200 Board of Education, previous Superintendent Dr. Henry Boer, current Superintendent Mr. Lawrence Hanner, and Principal Mr. Dennis Patton are commended for providing the leadership and resources to make possible a remarkable transformation at Cisne High School.

Congratulations are extended to the Cisne High School faculty and support staffs. Though small in number relatively speaking, you have worked well together in improving Cisne High School's programs. Students are well served at the high school by the programs offered there and through cooperative agreements elsewhere. 38

CHAPTER V

CONCLUDING STATEMENTS

After examination of the past and present state of the North Wayne Community Unit School District and prior to the evaluation of the success of the program, one must know the philosophy and objectives of the district. The citizens of different school districts have different demands regarding the nature of their school programs and the quality of that program. The North Wayne Community Unit School District's statements of philosophy and objectives are as follows:

Educational Philosophy

The primary purpose of the school unit is to promote educational development of children of legal school age, from kindergarten through grade twelve. Each student will be provided with the opportunities and encouragement to advance to the highest level of his/her mental, physical, and emotional abilities.

The secondary purpose is to encourage good character, to promote self-esteem and to demonstrate respect for others.

Thirdly, this unit will offer educational opportunities to adults and exceptional children of all ages.

Educational Objectives

To instill in the student a realization of the proper mental development, beginning with the fundamentals of reading, writing, and arithmetic and advancing through grade twelve to the highest possible individual level.

To offer a general education while encouraging a desire for learning both now and in the future.

To develop skills which will be useful in earning an income.

To make the student aware of the physical potential of the human body when it is properly trained and cared for throughout life.

To have sufficient command of the English language to enable one to communicate, both in writing and speaking, with one's fellow man whether at work, at play, or in conversation.

To learn to see and appreciate beauty and culture in their various forms, wherever they may be found.

To learn to choose an occupation suitable to abilities and personal preference which shall enable the person to pursue and, hopefully, achieve his goals.

To teach citizenship to the extent that the student will learn to live with others in whatever locale he may find himself.

To learn the workings of government, both organization and function, to enable one to accept and respond to civic responsibilities.

An evaluation of how the school district is meeting its philosophy and objectives should be the determining factor in rating the effectiveness of the school system. Local school boards are caught in the grips of two powerful forces at the present time. They are pressured by constituents to be more responsive to local needs and pressured by state and federal mandates.

Small districts like North Wayne, while they continue to support elementary and high schools, can provide only limited programs for gifted pupils, slow learners, special education students, and the vocationally oriented. This seems to be in direct conflict with the North Wayne Unit's philosophy. The students are not provided with opportunities and encouragement to advance to the highest levels of their individual abilities. Educational opportunities for exceptional children of all ages are not offered.

The district will need to evaluate its educational program with respect to its philosophy and objectives by means of self-evaluation and long-range planning. The following recommendations can help the North Wayne District to move closer to the realization of bringing the educational program in

line with the districts philosophy.

There is a need for improved curriculum articulation and coordination between the high school and grade schools. A better understanding of program objectives between staff members in the unit could enhance instructional opportunities for students, avoid duplication of staff effort, and provide a more coordinated and sequentially structured program. Serious consideration should be given to the formation of a more formalized plan for curriculum change and improvement which would include representatives from the various grade levels from common subject matter areas. Implementation of such a committee structure would contribute toward the articulation and coordination between high school and grade school programs. Included in such a curriculum plan should be a more coordinated and sequentially structured K-12 program. The district should develop a curriculum guide based upon the existing district statements of philosophy and objectives. Each course offering should contribute an up-dated outline which would include measurable objectives, teaching procedures, needed resources, instructional activities, and evaluative procedures. Academic areas should strive to develop departmental objectives and offerings as an articulated program.

A continuing in-service program based upon an assesment of teacher needs and interest, and administrative perceived needs, would be beneficial to the school. Among those activities which could be included are curriculum area meetings, departmental meetings, external consultant workshops, and model program visitations.

An evaluation program should be developed that would include a more systematic plan to obtain continual information concerning the needs of

students, quality and scope of programs, instructional and curriculum needs, and suggestions of all concerned.

A curriculum committee should study the existing curriculum in terms of present-day needs. Emphasis should be given to the expansion of vocational offerings. The current cooperative agreement with the nearby schools should be continued and expanded as possible. It should include occupational training programs such as Electronics, Data Processing, Drafting, Auto Body, Diesel Mechanics, and Metal Shop.

For students who possess high levels of academic competence, an attempt should be made to provide additional opportunities for the enhancement of their talents. This might take the form of independent study options, college credits held in escrow, or the expansion of the current program for the gifted. A summer program could possibly be started. Although some recent efforts for remedial instruction have been made in English, such remedial instruction needs additional attention in the areas of mathematics, reading, English, and Science. To better accomodate individual differences and to continue to serve academically disadvantaged students, the district should assess all possibilities of remedial and special instruction available through the Wabash and Ohio Valley Special Education District.

Since there is no formal budgetary procedure where teachers or teaching areas have designated dollar amounts, consideration should be given to the development of a process which solicits teacher input at the beginning of budgetary considerations and subsequently produces a reasonable and identifiable budget. This would assist, and perhaps motivate, both short-term and long-term departmental financial planning as well as maintenance of equipment and supplies. Long range plans to up-date and replace instruc-

tional equipment on a systematic basis would be beneficial.

The school district, with representatives from administration, faculty, and students, should establish a schedule to provide clubs and organizations a regular opportunity to meet. By doing so, everyone involved would be aware of what days of the month, or hour of the day, clubs will meet. Classroom teachers could prepare around such, with less day to day class absentism because of such meetings. Possibly, because of the rule concerning club officers being limited to holding one major office in clubs, all clubs could have club officer meetings on the same day during the same hour. The policy that a student may hold only one major office in an organization or club should be continued to avail more students the opportunity of holding positions of leadership.

A student school newspaper should be provided to allow students a means of expressing their views and skills in a journalistic style. Previous attempts of establishing a school newspaper have had little success; however, the need exists for such a forum. Possible a bi-weekly or monthly publication could be promoted through an English section in Journalism or through English classes in general.

In conclusion, while maintaining the need for local control in the North Wayne District, some steps should be taken to strengthen the local school governance. The citizens need the opportunity to participate in decisions which affect their children. An effort should be made to elect the best qualified persons to the school board. It is not readily evident how community, state, and national societal changes are incorporated into the school district philosophy. Attention must be given to incorporating these issues into the philosophy. Long-range planning must be instituted to assure the district of an educationally productive future.

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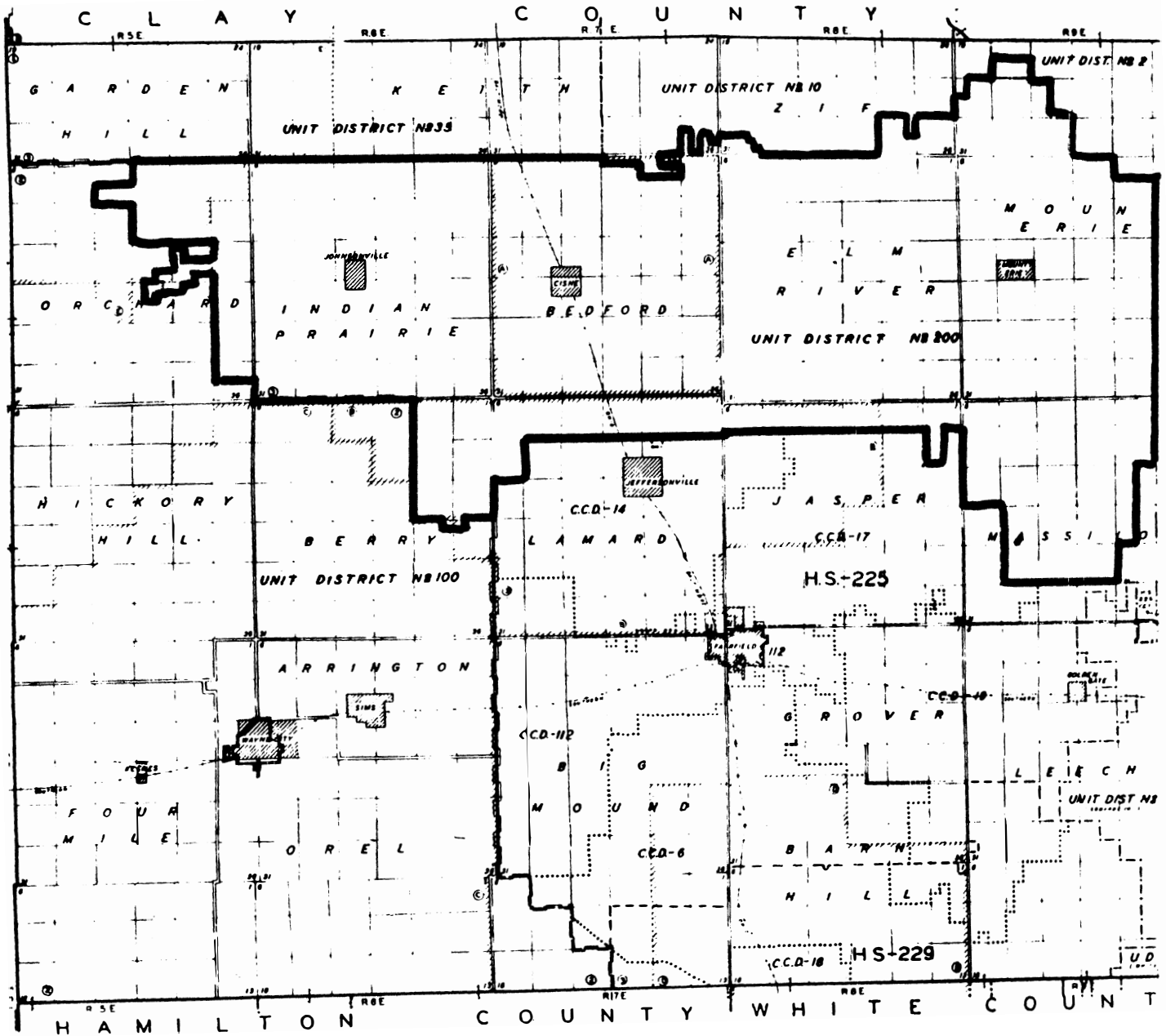
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APPENDIX

NORTH WAYNE COMMUNITY UNIT 200 SCHOOL DISTRICT

WAYNE COUNTY, ILLINOIS



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